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REVERSE ARTICULATION--A UNIQUE FUNCTION OF THE JUNIOR COLLEGE.

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KENNESAW JUNIOR COLLEGE, MARIETTA, GEORGIA, HAVING OBSERVED THE PLIGHT OF THE STUDENT WHOSE LOW GPA MADE HIM INELIGIBLE TO RETURN TO HIS SENIOR COLLEGE, FELT THAT THIS GPA WAS INSUFFICIENT REASON TO DENY HIM A SECOND CHANCE. INSTEAD, KENNESAW DECIDED TO JUDGE HIM NOT ONLY BY HIS COLLEGE TRANSCRIPT, BUT ALSO BY HIS HIGH SCHOOL GRADES AND HIS SCHOLASTIC APTITUDE TEST SCORES. BY THE USE OF REGRESSION EQUATIONS, A FRESHMAN GPA WAS PREDICTED FOR HIM. IF IT SHOWED HIM ACCEPTABLE AS A BEGINNING FRESHMAN, HE WAS CONSIDERED FOR ADMISSION. UNDER THIS PLAN, 53 TRANSFERS FROM SENIOR INSTITUTIONS ENTERED KENNESAW IN THE FALL OF 1966. A RANDOM SAMPLE OF 60 NATIVE FRESHMEN WAS CHOSEN FOR COMPARISON. IT WAS FOUND THAT THE TRANSFER WAS EQUAL TO OR HIGHER THAN THE NATIVE STUDENT IN APTITUDE AND ACHIEVEMENT (THE TOTAL SAT SCORES OF THE TRANSFERS EXCEEDING THOSE OF THE NATIVES BY 126 POINTS), AND THAT THE MEAN HIGH SCHOOL AVERAGE OF THE TWO GROUPS WAS NEARLY IDENTICAL. THE GENERALLY GREATER SUCCESS OF THE TRANSFER STUDENT CAN BE EXPLAINED BY HIS PREVIOUS COLLEGE EXPERIENCE AS WELL AS BY HIS HIGHER SAT SCORE. THE RESULTS OF THIS STUDY ARGUE FOR MORE FLEXIBLE ADMISSION POLICIES, SO THAT THE JUNIOR COLLEGE CAN PERFORM THIS SALVAGE FUNCTION. THIS PAPER WAS PRESENTED AT THE CONVENTION OF THE SOUTHERN COLLEGE PERSONNEL ASSOCIATION (KNOXVILLE, TENNESSEE, FALL 1967). (HH)

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REVERSE ARTICULATION: A UNIQUE FUNCTION OF THE JUNIOR COLLEGE

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REVERSE ARTICULATION: A UNIQUE FUNCTION OF THE JUNIOR COLLEGE

Perhaps no segment of the college student population is faced with more perplexities and frustrations than those students who are ineligible to return to their previous institutions and who desire to transfer to other colleges. The doors to another college are usually closed to these students who do not possess that typical criterion for admission of the transfer student - a "C" average at the institution previously attended. There appears, indeed, to be a "myth" abroad which holds that to admit the student ineligible to return to his former institution is tantamount to flouting the regulations of some accrediting agency or professional organization.

Fortunately, a growing number of researchers and administrative personnel in higher education are beginning to recognize the plight of the student with an unsatisfactory academic record who wishes to transfer. McKibben (1967) has stated, "Human talent is probably our greatest resource; yet our system of recording academic failure and insisting on penance for that failure has severely limited the use of that talent." He suggests a rather drastic remedy: erasure of the grades earned in the original college experience.

The use of the grade point average (GPA) earned in the college previously attended is becoming increasingly suspect as the sole criterion for the admission of transfer students.

Lunneborg and Lunneborg (1967) and Young (1964) have reported studies which found prior GPA only minimally correlated with subsequent grades. Their results suggest that other academic and intellective variables should replace the traditional transfer predictor - a "C" average at some other college.

More attention has been given recently to the role of the junior college in providing another opportunity for the student who has experienced failure in his original college experience. This unique function has been variously referred to as a "second chance" (Locks, 1965), the "salvage" function (Muck, 1965), and the "cooling out" (Simon, 1967) function. The point of view of Simon is representative of those who see this task as a responsibility of the junior college. He cites the conflict of a discrepancy between aspiration and achievement in higher education for many individuals and sees a crucial function of the junior college to be assisting the individual to adjust his level of aspiration to his abilities.

Those who advocate a second chance in the junior college for students who have had a failure experience at their original college are supported by a number of logical factors, especially in the case of senior college transferees.

1. Many of these students are seeking to transfer from prestigious, selective senior colleges. As a rule, they possess better academic aptitude than the student who begins his college work at the junior college.

2. Usually the transfer student ineligible to return to his prior institution is admitted to the junior college on probation. There is some evidence to suggest that this action is a motivating factor for the student, especially when this is accompanied by counseling (Abel, 1967).

3. The junior college is frequently smaller and less impersonal than the large universities from which many of the transfers come. Also, the junior colleges are noted for their emphasis on counseling and personnel services. Presumably, the transfer student would be more likely to "find himself" in such an environment.

4. The change in college is accompanied by a corresponding change in educational and career plans for many transfers. Frequently the change is toward objectives more consonant with aptitudes and interests and improvement may be expected in such cases.

5. Finally, the transfer student has the benefit of what he has learned at the previous college and is thus, more knowledgeable about what to expect from college. This prior experience should equip him better for academic survival.

Although there are logical reasons to admit to the junior college those students who are ineligible to return to their former institutions, it is difficult to find reported instances where this has been tried. The research literature related to the transfer student is replete with articulation studies of students transferring from junior colleges to senior institutions. Research on the opposite transfer, or "reverse" articulation, is almost non-existent.

The two studies that were found, (Muck, 1965) and (Locke, 1965), are both in the form of institutional studies in two California junior colleges. Muck found that seventy percent of all university and state college transfers who were unsuccessful in their initial college enrollment succeeded in the junior college. Locks reported similar results. Both researchers concluded that students who had not been successful at universities and state senior colleges were better academic risks at the junior college than students who had been unsuccessful in another junior college.

An inherent advantage in the establishment of a new junior college is the opportunity to experiment with new procedures and practices. Administrators of Kennesaw Junior College responsible for the development of admissions criteria had observed the difficulty faced by students ineligible to return to their former colleges. They believed that categorically denying admission to a student declared ineligible by another college in effect allowed the other college to make the admission decision for Kennesaw Junior College. With these factors in mind an experiment was planned in this area.

A policy was established which did not categorically deny admission to the student with a poor record of academic achievement at a former college. In addition to their college transcript, these students would be required to submit the same data (high school transcript and CEEB Scholastic Aptitude

Test (SAT) scores) as if they were applying for admission as entering freshmen. Through the use of regression equations (based on the equations of two sister junior colleges of the University System of Georgia whose graduates had good success upon transfer to senior colleges), a predicted freshman grade point average was computed for each transfer applicant. If the formula indicated that the student would have been admissible as a beginning freshman, he was considered for admission even though he was ineligible to return to his former institution.

Kennesaw Junior College is not a comprehensive junior college and therefore, practices some selectivity in admissions. It was felt that the policy outlined above, based as it was upon the regression equations of two somewhat selective two-year institutions, would insure that the transfer student who is not "college material" would not be admitted.

PURPOSE OF THE STUDY

The purpose of the present study was to initiate what is to be a long term evaluation of criteria utilized in the admission of academically deficient transfer students. Specifically, evidence was sought in the study to support the use of factors other than the traditional requirement of a "C" average in previous college work.

The subjects consisted of fifty-three senior college and university transferees to Kennesaw Junior College in the Fall, 1966 Quarter who were ineligible to return to their former

institution. Each subject was admitted on the basis that his HSA and SAT scores would have qualified him for admission as a beginning freshman.

A random sample of sixty students who were beginning freshman during the Fall, 1966 Quarter was selected. The fixed-interval sampling technique was used in selecting the sample. Analysis of the means on the data collected for the beginning freshman sample indicated that they were nearly identical to the established means for the total beginning freshman class. The smaller sample was selected to facilitate calculations.

RESULTS

Comparison of the means of the native freshmen and transfer ineligibles on Tables I and II indicates that the transfer who is ineligible to return to his prior institution is equal or superior to the native freshman with respect to aptitude and achievement variables. The total SAT scores of the transferees exceeded the native freshmen by 126 points. The mean HSA for the two groups was nearly identical. Although the difference in means is not great with respect to predicted freshman GPA, the transfer student was more successful at Kennesaw Junior College than was the native freshman. This may be explained in part by the fact that the transfer student had the benefit of prior college experience and superior academic ability.

Table III indicates that students ineligible to return to their former institution who are admitted to Kennesaw

Junior College perform quite adequately in their new college environment. They achieve a mean increase in GPA of .89, almost one full letter-grade above their previous GPA.

Table IV reports an analysis of the type of transfer institution as related to success or failure in the junior college. Of the fifty-three students who entered from senior colleges or universities thirty-five were successful at Kennesaw Junior College. Success is defined as a 1.9 average on a 4.0 scale. Only eighteen students, thirty-four percent, were unsuccessful. Table IV also presents some evidence to suggest that the student who transfers from another junior college does not have the degree of success upon transferring which his senior college and university counterpart has. Of fourteen transferees who had been unsuccessful at another junior college, only five were successful at Kennesaw Junior College. Nine, sixty-four percent, of the junior college transfers failed at the new junior college.

CONCLUSIONS

The findings reported above lend support to the Kennesaw Junior College practice of utilizing factors other than GPA at the previous college in the admission of transfer students. They suggest that to categorically deny admission to the student ineligible to return to his former college or university would be a waste of human talent as suggested by McKibben (1967). It appears that the junior college may attract some of its most able students by offering a "second chance" to the student who has a poor academic record at his previous

college. At Kennesaw Junior College these students tend to be more able from the standpoint of scholastic aptitude and scholastic achievement than the student who began his career at Kennesaw Junior College. The findings suggest that the "salvage function" is one that the junior college can perform well. Two-thirds of these students experienced success in the junior college.

There was an indication that students who have been unsuccessful at a junior college are poor academic risks when they transfer to another junior college. Since these junior college transferees met the same admissions standard as did the senior college and university transfers, their lack of success is difficult to explain. It is interesting to note, however, that these students have not altered their academic environment as dramatically as have the students who transferred from the senior college or university. Perhaps it is not as realistic to expect the student who has experienced failure in one junior college setting to improve in another junior college.

There is evidence that the number of students involved in this "reverse" transfer from the senior college and university to the junior college is quite large (Fincher, 1967). The results of this study would argue for flexible attitudes on the part of junior colleges with respect to admissions criteria for such students. The findings, though based on a relatively small number of transfers in one institution, offer further evidence that the student who has experienced

failure at one college is not necessarily destined to failure at another.

RECOMMENDATIONS FOR FURTHER STUDY

The present study initiates what is to be a long-term, exhaustive investigation of students who transfer to Kennesaw Junior College. A number of questions, not answered in the study reported above, may be asked. At what point do students transfer to the junior college from the senior college or university? For what period of time do they remain at the junior college? What changes in their educational and vocational plans take place at the time of transfer? Where do these students go after completing their work at the junior college? What role can counseling and guidance procedures play in assisting the students? Research is planned to investigate these and other questions about the academically deficient transfer student.

TABLE I

MEANS AND STANDARD DEVIATIONS
NATIVES AND TRANSFER INELIGIBLES
CEEB SCHOLASTIC APTITUDE TEST

	NATIVES		TRANSFER INELIGIBLES	
	Mean	S.D.	Mean	S.D.
SAT - V	426	80	475	90
SAT - M	439	76	516	98
N	60		53	

TABLE II

MEANS AND STANDARD DEVIATIONS
NATIVES AND TRANSFER INELIGIBLES
ACADEMIC ACHIEVEMENT VARIABLES

	NATIVES		TRANSFER INELIGIBLES	
	Mean	S.D.	Mean	S.D.
HSA	2.38	.56	2.41	.42
PGPA	2.01	.35	2.19	.40
CGPA	1.58	.85	2.06	.97
N	60		53	

TABLE III

MEAN INCREASE IN
GRADE POINT AVERAGE
TRANSFER INELIGIBLES

	TRANSFER INELIGIBLES	
	Mean	S.D.
GPA - Kennesaw Junior College	2.06	.97
GPA - Prior Institution	1.17	.30
Mean Change in GPA	+ .89	--

TABLE IV

ANALYSIS OF SOURCES OF TRANSFER
AS RELATED TO SUCCESS OR FAILURE

	Success	Percent	Failure	Percent	Total Students
University	26	72	10	28	36
Senior College	9	53	8	47	17
*Junior College	5	36	9	64	14
Totals	40		27		67

* These students were not used in the previous tables.

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